

2009

District of Columbia Public Schools
Policy Manual on
Adequate Yearly Progress

Dear DCPS Community,

We are proud to provide you with the 2009 AYP Policy Manual. The purpose of this document is to lay out, in as clear a manner as possible, the rules and policies that are used in determining whether each DCPS school has made Adequate Yearly Progress. Our ultimate goal is to make these rules transparent and to support any principal, parent, teacher, or anyone else in understanding these rules for themselves. As policies are updated, we will update the manual accordingly.

My staff and I would be happy to answer any questions, or further discuss any of the material contained in this Policy Manual. Questions and comments can be sent to Liz Cohen at elizabeth.cohen@dc.gov or (202) 719-6639.

Sincerely,

**Erin McGoldrick
Chief of Data & Accountability
District of Columbia Public Schools**

FREQUENTLY ASKED QUESTIONS ABOUT TESTING AND ADEQUATE YEARLY PROGRESS

Q: *Who participates in testing?*

A: Every student enrolled in the grades below on April 20th, 2009 must participate in the 2009 DC CAS.

Subjects Tested	Students Tested
Reading	Grades 3 – 8 and 10
Mathematics	Grades 3 – 8 and 10
Composition	Grades 4, 7 and 10
Science	Grades 5 and 8
Biology	Students in grades 9 – 12 who take biology (S21) anytime in the 08-09 school year ; all students must take biology exam no later than 11 th grade

Q: *When is testing?*

A: DC CAS testing dates have been determined by the District of Columbia Office of the State Superintendent of Education (OSSE). The DC CAS testing window is Monday April 20th through Friday May 1st, 2009.

Q: *What is Adequate Yearly Progress (AYP)?*

A: Under No Child Left Behind, each state has developed and implemented measurements for determining whether its schools and local educational agencies (LEAs) are making adequate yearly progress (AYP). In the District of Columbia, the state education agency responsibilities are performed by the Office of the State Superintendent of Education (OSSE). The OSSE is a separate agency from DCPS. DCPS is a local educational agency. Most responsibilities related to defining and calculating AYP are performed by the OSSE.

AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least reading/language arts and math. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. The three indicators for AYP for DCPS are proficiency rates on Reading and Math, testing participation rate, attendance rate (for elementary and middle schools only) and graduation rate (for high schools only). Science and Composition do not count for AYP for 2009.

Q: *Which students are included in AYP calculations for schools?*

A: According to federal guidelines, only students who are enrolled in a school for the “full academic year” are included in that school’s AYP calculations. The current definition of Full Academic Year is being enrolled in a school both on October 6, 2008 *and* April 20, 2009.

The OSSE has proposed a new definition that may be implemented as soon as 2009: *The “full academic year” is defined being enrolled in a school on both the official state enrollment date in October of each year and the first day of testing (usually in April), and remaining enrolled for 85% of school days between those two dates. For 2009, these dates are October 6, 2008 and April 20, 2009.*

Q: *What determines if a school is held to elementary or secondary AYP targets?*

A: DCPS determines whether each school is an elementary school or secondary school. Elementary schools include schools with a 3rd, 4th, and/or 5th grades that do not meet the criteria for Secondary schools; Secondary schools are schools with no 3rd and/or 4th grades and a grade above the 6th grade. Under this definition, a K-7 school, K-8 school or K-12 school would be considered an Elementary school. See Appendix 1 for categorization of schools.

TABLE OF CONTENTS

Frequently Asked Questions about Testing and Adequate Yearly Progress	3
Table of Contents	5
SECTION I: Testing Overview	6
SECTION II: Testing Special Populations	8
SECTION III: Determining Adequate Yearly Progress	11
SECTION IV: AYP Appeals	17
Appendix 1: Complete DCPS School List	18
Appendix 2: Test Accommodations for Special Education	19
Appendix 3: Accommodations for Linguistically and Culturally Diverse (LCD) Students	20
Appendix 4: Annual Measurable Objectives for Determining AYP	21
Appendix 5: “Rainbow” Chart of Improvement Status.....	23
Appendix 6: New and Proposed Policies	24
Index	27

SECTION I: TESTING OVERVIEW

1. Why do we test?

- a. Under the No Child Left Behind Act of 2001, each state (including D.C.) has developed and implemented measurements for determining whether its schools and local educational agencies (LEAs) are making adequate yearly progress (AYP). AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least reading/language arts and math. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. No Child Left Behind requires annual assessments for grades 3-8, and one grade in high school, which in DC is grade 10.

2. What grade levels and subjects are tested?

- a. Grades 3-8 and 10 will be tested in Math and Reading. Grades 4, 7 and 10 will also be tested in Composition. Grades 5, 8, and high school students who take Biology will also be tested in science. All students must take the Biology exam by 11th grade. Federal guidelines stipulate that all students must be tested on grade level.
 - i. *Definition of a 10th Grade Student:*

Any student who meets the following criteria is considered a tenth grade student for the 2009 DC CAS.

 - Students whose first year in 9th grade was 2007-2008: One English credit, one Algebra credit and between 6 and 12 total credits.
 - Students whose first year in 9th grade was prior to 2007: One English credit, and between 5 and 9.5 total credits.
 - Ungraded students in grade CE will participate in testing as a 10th grade student if they were born in 1993.
 - ii. *Who participates in the Biology test?*

Any high school student enrolled in Biology/S21 at any time in the 2008-2009 school year must take the DC CAS Biology.

iii. *Ungraded Students:*

Ungraded students are tested based on age-appropriate grade determined by year of birth, as described in the following table.

Birth Year	Grade
2000	3
1999	4
1998	5
1997	6
1996	7
1995	8
1993	10

iv. *Repeating Students:*

Students repeating the 10th grade must participate in the DC CAS, but will not count towards participation or proficiency rates for AYP. They will also not count towards the minimum subgroup number. This policy is new in 2009; please see Appendix 6 for full discussion of new and proposed policies.

3. Who participates in testing?

- a. All students enrolled in tested grades in the school on the first day of testing must be tested. However, not all tested students will be included in a school's AYP calculations (see Section III).

Subjects Tested	Students Tested
Reading	Grades 3 – 8 and 10
Mathematics	Grades 3 – 8 and 10
Composition	Grades 4, 7 and 10
Science	Grades 5 and 8
Biology	Students in grades 9 – 12 who take biology (S21) anytime in the 08-09 school year.

SECTION II: TESTING SPECIAL POPULATIONS

1. Testing students with disabilities

a. Special Education accommodations

- i. Accommodations are determined by an individual student's Individualized Education Plan.

- ii. *Does DC have an alternate assessment?*

For students with the most severe cognitive disabilities, DC offers the DC CAS-Alternate Assessment. The DC CAS-Alt is a portfolio assessment. A student's Individualized Education Plan (IEP) team determines whether a student participates in the Alt based on defined criteria, which are provided by the Office of the State Superintendent. The OSSE also reviews student eligibility.

- iii. *Policy Regarding Use of the Read-Aloud Accommodation*

The read-aloud accommodation refers to the reading aloud of the passages and/or questions on the Reading test.

On January 15th, 2009 the DC Office of the State Superintendent of Education (OSSE) entered into a formal agreement with the United States Department of Education (USDE) to ensure the read-aloud accommodation for the statewide reading assessment is applied to the appropriate population in the District of Columbia. Based on the requirements of the agreement, the OSSE will require a 50% reduction in the use of the read-aloud accommodation for the 2009 administration of the DC CAS and a 100% reduction of this accommodation by 2010, except for those students who might appropriately receive the accommodation based on the results of a construct validity study. Students receiving the accommodation above the 50% will count as **not participating** for the purposes of calculating AYP.

Each school has determined its targets for reduction in 2009 based on a review of each student's IEP and a consideration of each student's individual needs. DCPS submitted these school targets to the OSSE. A school that successfully meets its 2009 reduction target will not be penalized on AYP. If a school fails to meet its reduction target, the OSSE will determine which students count as not participating for the purposes of calculating AYP.

The OSSE strongly discourages schools and LEAs from administering the DCCAS alternate assessment in lieu of the read aloud accommodation, except in those situations where the IEP team has determined the alternate assessment to be educationally appropriate based on the specific criteria provided by OSSE.

- iv. Federal regulations state that up to 1% of students in tested grades may be alternately assessed and receive a score of proficient.

2. Testing English Language Learners

- a. English Language Learner accommodations are determined by the student's performance on the W-APT placement test or the ACCESS test. Appendix 3 contains the complete list of accommodations. The Office of Bilingual Education provides schools with necessary information regarding which accommodations each ELL student receives.

3. Testing students with 504 plans

- a. The LEA will make every attempt to ensure that all students under its jurisdiction who have been found eligible under the provisions of Section 504 will have their specified accommodations made available to them during the statewide test administration.

4. Other special student populations

- a. STAY Schools
 - i. Following the policy for ungraded students, STAY students whose age and credit accumulation places them in the tenth grade (e.g., students who are under 18 with 6 credits, including 1 English and Algebra 1) must participate in the test. Following the high school biology test administration policy, any STAY student enrolled in S21 at any time during the 2008-2009 school year must take the DC CAS Biology.
- b. Non-Public Students
 - i. DCPS students placed in special education non-public schools are required to participate in annual testing by participating in either the DC CAS or the DC CAS-Alt.
- c. Home School
 - i. Students who are home schooled have a right to take the tests at their neighborhood public school. Their scores are not attributed to the school or to DCPS as an LEA.
- d. Visiting Instruction
 - i. Students who receive visiting instruction who are physically and/or mentally able to participate in the DC CAS may arrange to participate in the assessment at the home school, or alternate arrangement may be made to administer the test. Students receiving visiting instruction who are physically and/or mentally too ill or unstable to participate in testing during the testing window may apply for an exemption under the Medically Fragile/Medical Emergency policy outlined in the next section.

5. Exempted Students

- a. ELL students who have been in the U.S. for less than 12 months are exempt from participating in the reading test. These determinations are made by the Office of Bilingual Education.
- b. Medical emergency/medically fragile exemptions from testing may be granted on a case-by-case basis. Our definition of medical emergency/medically fragile students is designed to exempt those students whose extraordinary medical situations and/or emergencies define them as too ill to be tested. This is not the categorical exclusion of the group of home or hospital-bound students as it applies solely for those students for whom a physician confirms is too ill at the time of testing to participate in the test.

Schools must contact the Office of Data & Accountability for the Medical Emergency/Medically Fragile Exemption form. The form requires a signed statement from the student's treating physician, in which the physician 1) describes the nature of the condition or extraordinary treatment and 2) confirms that the condition or extraordinary treatment has substantially prevented the student from accessing educational services since its inception or are too physically fragile to complete the test.

Complete forms should be submitted to The Office of Data and Accountability. Exempted students will not be included in a school's AYP. Exemptions are valid only for the year in which they are requested; exemption status must be confirmed on the first day of testing.

SECTION III: DETERMINING ADEQUATE YEARLY PROGRESS

1. What is Adequate Yearly Progress?

Under the No Child Left Behind Act of 2001, each state has developed and implemented measurements for determining whether its schools and local educational agencies (LEAs) are making adequate yearly progress (AYP). In the District of Columbia, the state education agency responsibilities are performed by the Office of the State Superintendent of Education (OSSE). The OSSE is a separate agency from DCPS. DCPS is a local educational agency. Most responsibilities related to defining and calculating AYP are performed by the OSSE.

AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least Reading/Language Arts and Math by 2014. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. The three indicators for AYP for DCPS are **proficiency rates** on Reading and Math, **testing participation rate**, **attendance rate** (for elementary and middle schools only) and **graduation rate** (for high schools only). Science and Composition do not count for AYP for 2009.

2. Defining Elementary and Secondary Schools

For the purposes of setting academic targets for AYP, all schools are classified as either elementary or secondary schools. Elementary and secondary schools have separate proficiency targets. See Appendix 4 for the targets. Elementary schools include schools with a 3rd, 4th, and/or 5th grades that do not meet the criteria for secondary schools; secondary schools are schools with no 3rd and/or 4th grades and a grade above the 6th grade. Under this definition, a K-7 school, K-8 school or K-12 school would be considered an elementary school. See Appendix 1 for categorization of schools.

3. Calculating Attendance Rate (Elementary and Middle Schools)

The third AYP indicator for elementary and middle schools – e.g., “all schools that do not graduate students using a standard diploma” – is attendance.

- a. Attendance is calculated by dividing the total daily attendance by the total daily enrollment. Attendance is calculated for all grades in the school.

Current Policy	<i>Proposed Policy Pending Approval</i>
Attendance is calculated by dividing the total daily attendance, both excused and unexcused, by the total daily enrollment.	<i>Attendance is calculated by dividing total daily attendance plus any excused absences by the total daily enrollment. In other words, only unexcused absences count against the attendance rate.</i>

(Please see Appendix 6 for further discussion.)

- b. A school meets the AYP indicator with at least 90% daily attendance.
 - i. Schools with fewer than 40 “full academic year” students do not report attendance and do not calculate AYP for 2008.
- c. If a school does not meet the 90% target, but the school shows annual improvement from last year of at least 1 percentage point, then the school meets AYP for the attendance indicator.

4. Calculating Graduation Rate (High Schools)

Graduation is the second indicator for AYP for all high schools. The graduation rate is currently defined as “the total number of graduates for a given year with a regular diploma divided by the sum of the number of graduates (for that year) and dropouts for the current year and the three preceding years.” The current graduation rate target is 66.23%. Schools at or above this target achieve AYP for this indicator. Schools below the target can achieve AYP if the school graduation rate has increased by one percentage point from the prior year. The Class of 2008 graduation rate is included in the 2009 AYP calculations for high schools.

5. Calculating Testing Participation Rate

According to federal guidelines, only students who are enrolled in a school for the “full academic year” are included in that school’s AYP calculations. A ‘full academic year’ is defined as enrollment in a public school on the official state (fall) enrollment date in October of each year and the first day of testing (typically in April). In SY08-09, the official enrollment date was October 6 and the first day of testing is April 20. The official enrollment from October will be compared to the enrollment in April. The comparison will identify students in the assessed grades who have not been enrolled for the full academic year in order to report their scores at the LEA level.

However, D.C. has a highly mobile student population that may leave school for large periods of time. The OSSE has proposed a new definition that is awaiting approval by the U.S. Department of Education.

Current Policy	<i>Proposed Policy Pending Approval</i>
A ‘full academic year’ is defined as enrollment in a public school on the official state (fall) enrollment date in October of each year and the first day of testing (typically in April).	<i>Students must be enrolled on both the official enrollment date in October and the first day of testing. In addition, students must also be “continuously enrolled” to count towards a school or district’s accountability determination. Continuous enrollment is defined as being enrolled for at least 85% of the Full Academic Year. Students that are not continuously enrolled will be assessed but the scores will not count towards the school’s AYP.</i>

(Please see Appendix 6 for further discussion.)

- a. Students enrolled in one DCPS school in October and another DCPS school on the first day of testing will be reported only at the Local Educational Agency (LEA) level for DCPS.
- b. A student who enrolls in more than one LEA (i.e., DCPS and a charter school) will only be reported at the state level.
- c. Students at CHOICE Academy: A student who is enrolled at CHOICE during testing will not count towards the student's home school AYP.
 - i. Suspended students not enrolled at CHOICE must come to school to participate in testing. Schools must allow suspended students to return to school in order to participate in testing.
- d. The Office of Bilingual Education (OBE) will determine which ELL students are exempt from the reading test due to having been in the U.S. for less than 12 months. OBE will provide data as to whether those students participated in the ACCESS to count for participation for the reading test. (See Section II)
- e. Students who are tested but are not on the enrollment file will be double-checked against DC STARS and school data for final determination of whether or not they should be included as a "full academic year" student. (See Section II)
- f. Students designated as medically fragile are exempt from participating in the test. The medically fragile exemption process must have been completed prior to the end of the testing window. (See Section II)
- g. AYP Participation Rates are calculated for any school with at least 40 Full Academic Year students in the school, and any subgroup with at least 40 Full Academic Year students. Please note that this is a different number than the minimum number required for a subgroup to calculate proficiency. Subgroups may include ethnicity (Asian/Pacific Islander, American Indian, Black, Hispanic and White), special education, English Language Learners, and economically disadvantaged.
 - i. Students in small schools count towards the LEA and state AYP; AYP for 2008 will not be calculated for schools with fewer than 40 Full Academic Year students.
 - ii. ELL students who have been in school in the U.S. for less than one year do not count towards the group minimum of 40 required for reporting subgroups. This is true for all subgroups for which a "New to the U.S." student would qualify. ELL students who have left ELL classes within the last two years are counted as part of the ELL subgroup. If this specific sub-population of ELL students pushes the number of students in the subgroup above 40, that fact is noted on the report in a footnote. Fully English proficient students are those who score at level 5 on the ACCESS test; those students are included in ELL subgroup calculations for the following two years.
 - iii. Students with a 504 plan are not included as students with disabilities for subgroups.
 - iv. Students repeating a grade level must participate in the DC CAS, but will not count towards participation or proficiency rates for AYP. They will also not count towards the minimum subgroup number.

- h. Separate participation rates are calculated for Reading and Math.
- i. Schools and subgroups with at least 95% participation achieve AYP for this indicator. If a school or subgroup misses the participation rate, OSSE will average this year's participation rate with those from the previous two years. If that average rate is above 95%, the school or subgroup meets the participation standard.

6. Calculating Proficiency Rate

OSSE calculates the number of full academic year students who reached proficiency for the whole school and each applicable subgroup as determined under (4b). The minimum subgroup size for calculating proficiency for AYP is 25.

- i. All student scores are placed into one of four categories – Advanced, Proficient, Basic, and Below Basic. Proficient and Advanced scores count as proficient for AYP.
- ii. The number of proficient scores received on the DC CAS-Alt is added to the total number of proficient students.
- iii. ELL students who have been in the country for less than 12 months who took the math test do not count for proficiency.
- b. OSSE calculates, and DCPS confirms, the total number of non-proficient students. This includes students who took the test and did not reach the proficient cut score.
- c. OSSE determines, and DCPS confirms, the total number of students who took the test but whose scores do not count towards the school's AYP because they were not enrolled at that school for the full academic year. The same process is conducted to determine the student group for AYP at the LEA level.
- d. The percent proficient for each school and all applicable subgroups in a school is calculated by taking the number of students scoring proficient or advanced, and dividing by the number of students who participated in the test.

7. Determining AYP for Schools

- a. The percent proficient as determined above is compared with the proficiency targets, using the appropriate elementary or secondary target (see Appendix 4). If a school meets the academic target for the whole school and all subgroups, and meets the indicators as stated in (1), (2) and (3), the school has met AYP and calculations are complete.
- b. If a school or subgroup does not achieve AYP through academic targets, OSSE then determines whether the school or subgroup has achieved AYP through "Safe Harbor". Safe Harbor is met when the school/subgroup meets the attendance and participation indicators. In addition, the school/subgroup must have reduced the percent of students scoring non-proficient by 10% from the previous year.

c. *Safe Harbor For Consolidated Schools*

The OSSE has proposed the following policy for consolidated schools. However, it will not be implemented until it receives approval from the U.S. Department of Education.

Current Policy	<i>Proposed Policy Pending Approval</i>
<p>The receiving school's DC CAS scores from the previous year are used to determine Safe Harbor targets.</p>	<p><i>The OSSE defines a "consolidated school" as one that receives students from a sending school that has merged or closed. OSSE has determined that the receiving school's accountability status prevails when two schools are consolidated. For example, if the receiving school is in the first year of school improvement, that designation becomes the status of the consolidated school. On a case-by-case basis, an LEA can petition to have a school's status be considered differently than the baseline option described above.</i></p> <p><i>If a school experiences a change in population or grade levels of at least forty [40] percent, an LEA can petition to have Safe Harbor targets for the receiving school recalculated based upon the current population's re-rostered scores from the prior testing year and the school's improvement status will not change in the first year.</i></p>

(Please see Appendix 6 for further discussion.)

8. Determining School Improvement Status from AYP.

- a. There are five levels of School Improvement Status. They are: In Need of Improvement Year 1; In Need of Improvement Year 2; Corrective Action; Restructuring Year 1; and Restructuring Year 2.
- b. The categories in which a school must make AYP include Reading, Math, and Attendance/Graduation. The first year a school fails to make AYP in any category it does not enter any school improvement status. The second year in which a school fails to make AYP **in the same category** it enters In Need of Improvement Year 1. Within a category, the failure does not have to be for the same reason.

For example, the determination can be based upon the percent tested target in Reading one year and the percent proficient target in Reading the following year. If

failures are in a different subgroup within the category each year, the school will advance to the next improvement level. Please see Appendix 5 for the full list of DCPS schools by improvement status.

- c. If the failures to make AYP are not in consecutive years, the school still advances to the next improvement level. In other words, if a school is in School Improvement II status and they make AYP, that school stays in School Improvement II status and does not advance to Corrective Action status. However, if the school misses AYP in the following year, it will advance to Corrective Action status. A school must make AYP for two consecutive years to get out of school improvement status.
- d. If a school has fewer than 25 Full Academic Year students in a given year, it remains in its improvement level status.
- e. If a school is in the first year after having been consolidated, the school will not advance in improvement status for that year.
- f. If a school is determined to be a new school, it will revert to the beginning of the school improvement status trajectory. The OSSE has proposed the following definition of a new school. However, it will not be implemented until it receives approval from the U.S. Department of Education.
 - i. *If the LEA can demonstrate via petition that fifty [50] percent or more of the grade spans or population have changed in the receiving school, the SEA will consider the school a “new school” for school improvement purposes and restart the school improvement calculations. The SEA will review all appropriate evidence to ensure the change was not made so as to avoid accountability. (Please see Appendix 6 for further discussion.)*

SECTION IV: AYP APPEALS

1. **AYP dispute resolution process**

- a. Based on state timeline, schools or LEAs may appeal in July after AYP determinations have been released.
- b. From state workbook: “Appeals must be based only on questions concerning the accuracy of the data and must be initiated by the school, district or a significant group of parents at a particular school. Schools are provided 30 days to appeal AYP decisions.”
- c. On the day that AYP determinations are released, a notification of the appeals process will be distributed to schools and made available to parents.
- d. Schools wishing to appeal should contact Liz Cohen in the Office of Data and Accountability, who will provide them with the necessary forms and information.
Email: elizabeth.cohen@dc.gov

APPENDIX 1: COMPLETE DCPS SCHOOL LIST

Elementary Schools

Aiton ES
Amidon-Bowen ES
Bancroft ES
Barnard ES
Beers ES
Birney ES
Brent ES
Brightwood EC
Brookland EC @ Bunker Hill
Browne EC
Bruce-Monroe ES @ Park View
Burroughs EC
Burrville ES
Cleveland ES
Cooke, H.D. ES @ K.C. Lewis
Davis ES
Draper ES
Drew ES
Eaton ES
Emery EC
Ferebee-Hope ES
Francis-Stevens EC
Garfield ES
Garrison ES
Hamilton Center
Harris, C.W. ES
Hearst ES
Hendley ES
Houston ES
Hyde ES
Jackie Robinson Center
Janney ES
Kenilworth ES
Ketcham ES
Key ES
Kimball ES
King ES
Lafayette ES
Langdon EC
LaSalle-Backus EC
Leckie ES
Lee, Mamie D. School
Ludlow-Taylor ES
Malcolm X ES
Mann ES
Marshall EC

Maury ES
Miner ES
Montgomery ES
Moten ES @ Wilkinson
Murch ES
Nalle ES
Noyes EC
Orr ES
Oyster-Adams Bilingual School
Oyster-Adams Bilingual School
Patterson ES
Payne ES
Plummer ES
Powell EC
Prospect LC
Randle Highlands ES
Raymond ES
Reed LC
River Terrace ES
Ross ES
Savoy ES @ Birney
Seaton ES
Shaed EC
Sharpe Health School
Shepherd ES
Simon ES
Smothers ES
Stanton ES
Stoddert ES
Takoma EC
Terrell, M.C./McGogney ES
Thomas ES
Thomson ES
Truesdell EC
Tubman ES
Turner ES @ Green
Tyler ES
Walker-Jones-R.H. Terrell EC
Watkins ES (Capitol Hill Cluster)
Webb/Wheatley ES
West EC
Whittier EC
Wilson, J.O. ES
Winston EC

Secondary Schools

Anacostia HS
Ballou HS
Ballou STAY
Banneker HS
Cardozo
Choice Academy
Columbia Heights EC
Coolidge HS
Deal MS
Dunbar HS
Eastern SHS
Eliot-Hine MS
Ellington School of the Arts
Hardy MS
Hart MS
Incarcerated Youth Program,
Correctional Detention Facility
Jefferson MS
Johnson MS
Kramer MS
Luke C. Moore Academy SHS
MacFarland MS
McKinley Technology HS
Miller, Kelly MS
Phelps Architecture, Construction, and
Engineering HS
Ronald Brown MS
Roosevelt SHS
Roosevelt STAY
School Without Walls SHS @ Logan
Shaw MS @ Garnet-Patterson
Sousa MS
Spingarn Center (Special Education) @
Spingarn
Spingarn SHS
Spingarn STAY
Stuart-Hobson MS (Capitol Hill Cluster)
Transition Academy @ Shadd
Wilson, W. SHS
Woodson, H.D.
Woodson, H.D.
Youth Engagement Academy
Youth Services Center

APPENDIX 2: TEST ACCOMMODATIONS FOR SPECIAL EDUCATION

1. *Timing/Scheduling Accommodations*
 - a. Flexible scheduling
 - b. Test administered over several days
 - c. Test administered at best time of day
 - d. Breaks allowed between subtests
 - e. Extended time on subtests
 - f. Breaks allowed during a subtest
2. *Equipment Accommodations*
 - a. Computers
 - b. Calculators
 - c. Pencil grip
 - d. Student responses to constructed response items may be taped for transcription
3. *Setting Accommodations*
 - a. Preferential seating
 - b. Small group testing
 - c. Individual testing
 - d. Special lighting
 - e. Location with minimal distractions
 - f. Adaptive or special furniture
 - g. Noise buffer
 - h. Person familiar with student administers the test
4. *Presentation Accommodations*
 - a. Repetition of directions
 - b. Simplification of oral directions
 - c. Use of masks or markers to maintain place
 - d. Use of magnifying glass
 - e. Amplification equipment
 - f. Reading of test questions (math only)
 - g. Oral reading of directions
 - h. Simplification of writing prompt (on writing test)
5. *Response Accommodations*
 - a. Use of large print test materials
 - b. Use of Braille test materials
 - c. Oral response to tests
 - d. Write in test books
 - e. Students indicate answers to multiple-choice questions by point or other method
 - f. Student dictates to examiner responses to constructed response items
6. *Other Accommodations*
 - a. Assisted reading of comprehension passages on reading test
 - b. Assisted reading of entire reading comprehension test
 - c. Other (approved by OSSE)

APPENDIX 3: ACCOMMODATIONS FOR LINGUISTICALLY AND CULTURALLY DIVERSE (LCD) STUDENTS

The English Language Proficiency (ELP) Level for each LCD student is determined by the student's ACCESS for ELLs or W-APT test score. Schools have the option to choose accommodations appropriate for their students, within the permitted accommodations for their ELP level.

ELP Level 1: Approved accommodations: All of the accommodations listed in Roman numerals I, II, III and IV

I. Direct Linguistic Support Accommodations

Oral reading of test in English (including test passages, questions and answer choices) on **Math and Science portions of the test only**

II. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

Breaks during a subtest (lasting no longer than 3-5 minutes)

ELP Levels 2-4: Approved accommodations: All of the accommodations listed under Roman numerals III and IV

III. Direct Linguistic Support Accommodations

Oral reading of directions

Repetition of directions

Simplification of directions

Simplification of writing prompt (on writing test)

Use of English dictionaries and bilingual dictionaries (math & science only)

Use of place markers to maintain place

IV. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

Extended testing time

Time of day most beneficial to student (morning or afternoon)

Extra or longer breaks allowed between subtests

Flexible scheduling (order of subtests is altered)

Test administered over several days (one or two subtests per day)

Test Environment Accommodations

Person familiar with student administers test

Preferential seating

Small group testing

English Proficient (EP) and EP Monitored: No accommodations. Students participate fully in testing without accommodations.

Important Notes:

1. Students receiving the use of dictionaries accommodation must also receive the extended testing time accommodation.

2. Students receiving the oral reading, breaks during subtest, use of dictionaries, or extended time accommodation must be tested in a separate setting.

3. The use of unfamiliar or inappropriate accommodations may have a negative impact on testing. Only those accommodations familiar to students and believed to facilitate a student's content knowledge and skills should be used.

APPENDIX 4: ANNUAL MEASURABLE OBJECTIVES FOR DETERMINING AYP

Elementary Reading – Annual Targets and (Six) Intermediate Goals for SY2002-2014 (Percentage Scoring at the Proficient or Above Level)

												100
										86.85	86.85	
								73.69	73.69			
						60.53	60.53					
				47.37	47.37							
		34.21	34.21									
21.05	21.05											
		1		2		3		4		5		6
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014

Elementary Mathematics – Annual Targets and (Six) Intermediate Goals for SY2002-2014 (Percentage Scoring at the Proficient or Above Level)

												100
										85.07	85.07	
								70.14	70.14			
						55.21	55.21					
				40.27	40.27							
		25.35	25.35									
10.42	10.42											
		1		2		3		4		5		6
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014

Secondary Reading – Annual Targets and (Six) Intermediate Goals for SY2002-2014
(Percentage Scoring at the Proficient or Above Level)

												100
										85.90	85.90	
								71.79	71.79			
						57.69	57.69					
				43.58	43.58							
		29.48	29.48									
15.38	15.38											
		1		2		3		4		5		6
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014

Secondary Mathematics (Grades 7-11) – Annual Targets and (Six) Intermediate Goals for SY2002-2014
(Percentage Scoring at the Proficient or Above Level)

												100
										85.14	85.14	
								70.27	70.27			
						55.41	55.41					
				40.54	40.54							
		25.68	25.68									
10.81	10.81											
		1		2		3		4		5		6
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014

APPENDIX 5: "RAINBOW" CHART OF IMPROVEMENT STATUS

Federally Mandated School Improvement in DCPS

	Schools not placed in improvement status	School Improvement I	School Improvement II	Corrective Action	Restructuring I	Restructuring II
Total (118)	29	14	23	17	13	23
High Schools	(3 Schools) Banneker, McKinley Technology, School Without Walls	(1 school) Ellington	(1 school) Luke Moore Academy			(10 schools) Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Eastern, Roosevelt, Spingarn, Wilson, H.D. Woodson
Middle Schools	(2 schools) Deal, Hardy			(1 school) Kelly Miller	(3 schools) Eliot-Hine*, Jefferson, Stuart-Hobson,	(7 schools) Hart*, Johnson, Kramer, MacFarland, Ron Brown, Shaw-Garnett-Patterson*, Sousa
Education Campuses	(4 schools) Brookland-Bunker Hill*, Langdon, Noyes, Whittier*	(3 schools) Burroughs-Slowe*, Marshall, Takoma	(3 schools) Emery*, LaSalle-Backus*, Shaed	(5 schools) Brightwood, Columbia Heights*, Francis-Stevens*, Powell*, Winston	(1 school) Walker-Jones*	(2 schools) Browne-Young-Gibbs*, Truesdell*
Elementary Schools	(19 Schools) Barnard, Cleveland*, Eaton, Hyde, J.O. Wilson, Janney, Key, Lafayette, Leckie*, Mann, Murch, Oyster-Adams, Patterson*, Payne, Ross, Shepherd, Stoddert, Thomson, Tyler,	(10 schools) Aiton, Brent, Bruce-Monroe-Parkview*, Draper, Maury, Montgomery*, Orr, Randle Highlands, Seaton, Watkins	(17 schools) Beers, Birney, Burrville, C.W. Harris, Davis, Drew, Garrison, Ketcham, King, Malcolm X, Nalle, Simon, River Terrace, Smothers, Thomas, West	(10 schools) Amidon-Bowen*, Ferebee-Hope, Hendley, Houston, Kimball, Ludlow-Taylor, Plummer, Raymond, Reed, Savoy	(7 schools) Bancroft, H.D. Cooke*, Garfield, Kenilworth, Miner, Terrell-McGogney, Tubman*	(4 schools) Moten-Wilkinson*, Stanton, Turner-Green, Webb-Wheatley
Special Education Centers	(1 school) Jackie Robinson Center		(2 schools) Browne Center, Mamie D. Lee	(1 school) Sharpe Health	(2 schools) Hamilton Center, Prospect	

* Schools in Improvement I, II, or III are subject to the DCPS policy.

APPENDIX 6: NEW AND PROPOSED POLICIES

New Policy for Repeating 10th Grade Students

From OSSE Guidance Memo No. 001-09 Testing Policies for 10th Grade Students:

First time 10th grade students shall take the DC Comprehensive Assessment System (DCCAS) or the District of Columbia Comprehensive Assessment System-Alternate Assessment Portfolio (DCCAS-Alt) in reading and mathematics.

According to the DCMR, a student is a 10th grade student until he or she has accumulated enough credits to be an 11th grade student. Any student who earns twelve high school credits (which must include tenth grade English) shall be eligible to be classified as an eleventh grade student [Cite: 5 DCMR, Chapter 2201.8].

A student who was never classified as a 10th grader and whose credit accumulation leads to classification as an 11th or 12th grade student shall be required to take the 10th grade DCCAS or DCCAS-Alt. Students who have been retained in 10th grade (i.e., not accumulated enough credits to be considered an 11th grade student) shall retake the DCCAS in both reading and mathematics. Any student new to the District of Columbia that has been retained in the 10th grade will be subject to this testing policy.

This policy applies equally to students whether they are enrolled in public charter schools or DC public schools (DCPS).

SCHOOL ACCOUNTABILITY

The participation and results of first-time 10th graders will be used to determine whether a school, district, or state made adequate yearly progress (AYP). The participation and results of “retained” 10th graders will not be factored into AYP decisions for schools, the district, or the state.

The following four policies have been proposed by the OSSE to the U.S. Department of Education. If these policies are approved, they will immediately go into effect, and 2009 AYP determinations will be made based on these policies. Should these policies be rejected, or should a determination not be made until after July 2009, current policies will be implemented for determining AYP.

7. *Proposed Policy on Attendance Calculation*

Current Policy	<i>Proposed Policy Pending Approval</i>
Attendance is calculated by dividing the total daily attendance, both excused and unexcused, by the total daily enrollment.	<i>Attendance is calculated by dividing total daily attendance plus any excused absences by the total daily enrollment. In other words, only unexcused absences count against the attendance rate.</i>

8. *Proposed Policy on Full Academic Year Definition*

Current Policy	<i>Proposed Policy Pending Approval</i>
A 'full academic year' is defined as enrollment in a public school on the official state (fall) enrollment date in October of each year and the first day of testing (typically in April).	<i>Students must be enrolled on both the official enrollment date in October and the first day of testing. In addition, students must also be "continuously enrolled" to count towards a school or district's accountability determination. Continuous enrollment is defined as being enrolled for at least 85% of the Full Academic Year. Students that are not continuously enrolled will be assessed but the scores will not count towards the school's AYP.</i>

This policy must be approved by the U.S. Department of Education as part of the approval of the D.C. State Accountability Workbook. For more information, please visit <http://www.ed.gov/policy/elsec/guid/states/index.html>

3. Proposed Policy on Setting Safe Harbor Targets for Merged/Consolidated Schools

Current Policy	Proposed Policy Pending Approval
The receiving school's DC CAS scores from the previous year are used to determine Safe Harbor targets.	<p><i>The OSSE defines a "consolidated school" as one that receives students from a sending school that has merged or closed. OSSE has determined that the receiving school's accountability status is the default status when two schools are consolidated. For example, if the receiving school is in the first year of school improvement, that designation becomes the status of the consolidated school. On a case-by-case basis, an LEA can petition to have a school's status be considered differently than the baseline option described above.</i></p> <p><i>If the school experiences a change in population or grade levels of at least forty [40] percent, Safe Harbor targets for the receiving school may be recalculated based upon the current population's re-rostered scores from the prior testing year and the school's improvement status will not change in the first year.</i></p>

This policy must be approved by the U.S. Department of Education as part of the approval of the D.C. State Accountability Workbook. For more information, please visit <http://www.ed.gov/policy/elsec/guid/states/index.html>

2. Proposed Policy on Defining a New School

If the LEA can demonstrate via petition that fifty [50] percent or more of the grade spans or population have changed in the receiving school, the SEA will consider the school a "new school" for school improvement purposes and restart the school improvement calculations. The SEA will review all appropriate evidence to ensure the change was not made so as to avoid accountability.

This policy must be approved by the U.S. Department of Education as part of the approval of the D.C. State Accountability Workbook. For more information, please visit <http://www.ed.gov/policy/elsec/guid/states/index.html>

INDEX

10th Grade Student, 4
ACCESS, 11
accommodations, 6
Adequate Yearly Progress, 9
Attendance, 9
Attendance Rate, 9
AYP dispute resolution process, 15
CHOICE, 11
English Language Learner accommodations, 7
English Language Learners, 7
Exemptions, 8
Graduation Rate, 10
Home School, 7
Medical emergency, 8
Medically fragile, 8
Non-Public Tuition Grant Students, 7
Office of Bilingual Education, 11
Participation Rate, 10
Proficiency Rate, 12
Read-Aloud Accommodation, 6
Safe Harbor, 12
School Improvement Status, 13
Small schools, 11
Special Education, 6
STAY Schools, 7
Ungraded Students, 4
Visiting Instruction, 7